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ABSTRACT

This Plan of Action is the seventh in a series of such plans for the development of Cowley County Community College and Area Vocational-Technical School. Part I describes the history and mission of the college, focusing on changes at the college since its establishment in 1922, its location and service area, institutional mission, and educational program. In an effort to ensure that the long-range plans of the college are consistent with local economic and demographic conditions, part II analyzes trends in the areas of population growth and characteristics, size of high school graduating classes, and college enrollments and programs. In addition, projections are made regarding job opportunities, enrollment, college staffing, budget, and facilities. Part III examines the college's 10 major goals and reviews its principal resources and assets (e.g., diversity of programs, administrative leadership, well-planned facilities and equipment, excellent staff-student relations, and well-qualified faculty). Part IV explains the college's assumptions for planning, the definitions employed in the planning process, and the institution's needs and objectives related to college community services, student life, student recruitment, program planning, program accessibility, educational support services, staff development, college identity, performing groups, and utilization of resources. Finally, a plan of action chart is presented, detailing objectives, and indicating the priority, responsible party, and schedule for each objective. (LAL)

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Cowley County Community College and Area Vocational-Technical School

PLAN of ACTION

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April, 1985

FOREWORD

This edition of the Plan of Action is the seventh in a series of plans for the development of the institution which began in 1968. In the original plan over 600 individuals, representing lay citizens, students, faculty, administrators, and the Board of Trustees were involved in the development of the Mission Statement. The Mission has been reviewed every three to five years since then, and modifications have been made to reflect the changing needs of the community and the broadening scope of the community college movement. The major revisions have recognized the increasing commitment of the college to non-traditional students, partnerships with business and industry, and opportunities for life-time learning.

The current plan was initiated in January of 1984, when the President submitted eight general goals to the Board of Trustees as guides for the development of operational objectives. These proposed goals were reviewed by key staff members and the Chairman of the Board of Trustees at a planning retreat on April 1, 1984.

During the retreat, the participants reviewed the accomplishments of previous plans and summarized the current status of the College. Eight planning groups were established to draft preliminary statements of goals and objectives to be accomplished over a three to five year period. The Chairman of each of the planning groups became a member of a steering committee to review and refine the statements of goals, needs, objectives, and procedures.

As a result of several meetings of the Steering Committee two additional goals were established and reports were submitted to the Board of Trustees as each section of the Plan of Action was completed. The final section — Needs and Objectives — was approved by the Board at a Special Meeting devoted to long range planning on April 8, 1985. Although the number of people involved in the development of the plan may have extended the length of time required, compared to past plans, we believe that it also increased the commitment of staff and Trustees to the accomplishment of the adopted objectives.

Gwen Nelson
April, 1985

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PART I

THE HISTORY AND MISSION OF THE INSTITUTION

Cowley County Community College and Vocational-Technical School is an integral part of a statewide system of post-secondary educational institutions operating under the jurisdiction of the Kansas State Department of Education. It is presently the only institution in Kansas that operates a combined community college and area vocational-technical school, although Pratt Community College has been authorized to begin operation of an area-vocational technical school in 1986.

History of The College

The College was originally established in 1922 as the Arkansas City Junior College, operating under the jurisdiction of the Board of Education of the Arkansas City Public Schools, and was designed primarily to serve the students of the school district. The College shared facilities with the Arkansas City High School until 1952, at which time a new plant was constructed to accommodate the College instructional programs.

The College has been continuously accredited by the State Department of Education since its establishment and more recently has been fully accredited by the North Central Association of Colleges and Secondary Schools through the 1989-1990 school year. With very few exceptions, course work taken at the College has been accepted by major colleges and universities throughout the nation for over a half-century. Graduates of the College have achieved success in medicine, law, business, industry, education, and other fields requiring extensive graduate work. A large percentage of the local business and professional leaders completed all or part of their lower division class work at the College.

On July 1, 1966, the official name of the institution became the Cowley County Community Junior College, and a separate Board of Trustees, elected by the citizens of the County at large, assumed full control of the operation of both the community college and the area vocational-technical school on July 1, 1967, under provisions of the Community Junior College Act of 1965 and the Vocational Education Act of 1964. The curriculum and the number of students have gradually expanded through the years from approximately 60 students enrolled in a limited liberal arts program in 1922 to approximately 2,000 students enrolled in a variety of general, occupational, and continuing education programs in 1984. The College has established continuing education centers at Wellington, Winfield, and Arkansas City, as well as other smaller communities in the area. Whereas early student bodies were drawn almost exclusively from the Arkansas City school district, in recent years more than half of the students have come from other school districts — primarily in South Central Kansas.

Location and Service Area

The College campus is located in downtown Arkansas City. The main building, Galle-Johnson Hall, was originally constructed to house an enrollment of approximately four hundred students. This building has been extensively remodeled and a new library, industrial technology building, business technology building, student center, dormitory, and recreational building have been constructed during the past few years. The Auditorium-Gymnasium was purchased from U.S.D. 470 and restored after severe tornado damage, and the high school building constructed in 1890 has been restored for class room and laboratory use and named Ireland Hall.

Although the official College district is composed only of Cowley County, its recognized service area contains all or parts of five counties in South Central Kansas and nearby communities in Northern Oklahoma. Provisions are made by the State Legislature for other Kansas counties to pay a proportionate share of the operating costs for each student enrolled from out-of-district.

The Institutional Mission

Cowley County Community College and Vocational-Technical School has been established to provide a comprehensive continuing education program for youth and adults and maintains a policy that admits all who can profit from the educational or service programs of the institution. The programs are designed to be sensitive to the needs of a community encompassing more than one county and the institution accepts responsibility for providing programs to support state and national goals within the financial capacity and physical limitations of the institution. The Board of Trustees, administrators, and faculty of the College

recognize the importance of continuing education to the basic rights and obligations of self-realization, economic efficiency, human relationships, and civic responsibility, and are committed to providing a program oriented toward assisting citizens to lead creative and useful lives by helping them to develop and progress toward realistic educational and occupational goals.

Within the framework of the stated philosophy, and in order to realize its fundamental purposes, the College has adopted the following institutional commitments:

.01 To provide a general education program designed to stimulate initiative and inquisitiveness, to develop self-discipline, and to enable the student to acquire knowledge, values, and skills with which to perform as a productive and competent citizen.

.02 To provide lower division courses for those who seek the bachelor's degree in the liberal arts and certain professional curricula.

.03 To provide vocational or technical education and training or retraining in specific job skills and concepts applicable to the regional economy.

.04 To develop appropriate attitudes and understandings in preparation for the world of work.

.05 To provide continuing education opportunities, in regular day classes or evening programs, for both traditional and non-traditional college students, including senior citizens programs, adult basic education, refresher courses, and concurrent high school enrollment.

.06 To provide supportive services to assist in the development of new and existing businesses and industries within the service area of the institution.

.07 To provide guidance, counseling, financial assistance, and placement services to assist students and graduates in the achievement of career goals, and the development of appropriate personal and social characteristics.

.08 To provide organized extra-curricular activities, including student government, clubs, organizations, varsity athletics, recreational activities, music, dramatics, and other participatory experiences to produce a well-rounded, socially adaptable individual.

It is the intent of the College to become a dynamic "first choice" institution, responsive to the needs of residents of South Central Kansas who desire to continue their education after graduation from high school, or who desire to return to school for occupational training or retraining and personal development. It is also the intent of the College to form partnerships with area businesses and industries which will benefit from the training or other services of the institution.

The Educational Program

Students entering the College are provided counseling services to assist them in formulating educational and occupational goals. Courses are then selected by the students to achieve their own objectives. Specific occupational and educational programs may be completed entirely on campus, in conjunction with other institutions, and/or through work-study arrangements. Programs designed to fulfill the educational responsibilities of the College are described below:

General education. Offerings in the natural sciences, social sciences, and humanities are provided to: 1) satisfy requirements for a two-year degree in liberal arts, 2) support the occupational education program of the College, and 3) transfer to senior colleges and universities. General education courses are parallel and comparable to lower division courses offered by state colleges and universities in Kansas and are designed to satisfy the lower division course requirements of the liberal arts and selected professional programs in these institutions.

Occupational education. Offerings in business technology, service technology, and industrial technology are provided to: 1) prepare the graduate for employment in vocational or technical level occupations, 2) support the general education program of the College, and 3) transfer to certain advanced technical programs. Occupational education courses are developed in cooperation with representatives of state and local government, business, industry, and state universities in Kansas which offer parallel programs.

Continuing education. Courses in general education and occupational education, as well as specially designed programs, are provided at times and locations convenient to the participant to enhance the cultural climate, improve the work force, and provide recreational and avocational opportunities for citizens of the community.

Student services. Programs of testing, guidance, work-study, financial aid, and placement services are provided to assist students in formulating and attaining educational and occupational goals. In addition to the student services personnel, every staff member is expected to assist in the implementation of a coordinated orientation and advisory program.

Student activities. Opportunities to participate in college government, clubs, athletic, dramatic, musical, and recreational activities are provided to enhance student life, and to encourage the development of performance and leadership skills.

Summary

The College has historically accepted the responsibility of providing lower division, collegiate level, transfer courses. In 1966, the responsibilities of the institution were broadened to include certain occupational and continuing education programs, and, in 1968, a mission statement was adopted which specified the educational philosophy and expanded educational responsibilities of the institution. Institutional goals have been established to direct the College toward the fulfillment of its responsibilities, and to facilitate the development of institutional objectives and the evaluation of operations.

PART II
TRENDS AND PROJECTIONS

In order to assure that the long range plans of the College are consistent with the economic and demographic conditions of the service area, it is necessary to analyze past trends and project certain community characteristics into the future. A special effort has been made to assure that the projections presented in this report are as objective as possible. District population and valuation data are based upon information from the office of the County Clerk, and sizes of high school graduating classes are from projections of the school administrators of the service districts. Projections of job opportunities have been summarized from the "Monthly Labor Review" of the U.S. Department of Labor. The College enrollments, staffing plan, budget, and facilities projections are based upon estimates of the administrative staff inferred from these data and other statistics from normally reliable sources.

The projections in this section do not represent goals for the institution. The data only indicate current trends and suggest areas which will require aggressive action to achieve goals that may be adopted by the Board of Trustees. Goals, objectives, and strategies for action are outlined in Parts III and IV of this document.

Population Projections

According to the 1984 Census, Cowley County experienced an increase in population of 7.8% since 1980. In Table I, it will be noted that a very moderate increase in population is projected for the next five years by the Cowley County Clerk's Office.

TABLE I
COWLEY COUNTY POPULATION TRENDS

YEAR	MALE	FEMALE	TOTAL	UNDER 25	PLUS 25
1980	47.5%	52.5%	35,238	37.6%	62.4%
1981	47.5%	52.5%	35,929	37.4%	62.6%
1982	47.5%	52.5%	36,824	37.2%	62.8%
1983	47.5%	52.5%	37,198	37.1%	62.9%
1984	47.5%	52.5%	38,002	37.0%	63.0%
1985	47.5%	52.5%	38,040	36.9%	63.1%
1986	47.5%	52.5%	38,078	36.7%	63.3%
1987	48.0%	52.0%	38,116	36.6%	63.4%
1988	48.0%	52.0%	38,154	36.5%	63.5%
1989	48.0%	52.5%	38,192	36.4%	63.6%

An analysis of the data in Table I indicates that the number of persons 25 years of age or older in Cowley County comprises more that 60% of the total population and this age group will continue to increase at a faster rate than the under 25 age group over the next five years. The ratio of females to males in the population appears to be leveling out with only slightly over half of the population being female by 1989.

High School Graduating Classes

One of the factors that has historically influenced College enrollments has been the size of high school graduating classes in the area. According to information in Table II, which was provided by the superintendents of the districts, the size of the high school graduating classes of Cowley County will increase approximately three percent during the next five years. When all high schools in the service area were surveyed, superintendents estimated that graduating classes will increase less than one-tenth of one percent in that same period.

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TABLE II
HIGH SCHOOL GRADUATING CLASSES
1980-1990

YEAR	SERVICE AREA*	COWLEY COUNTY**
1980-81	1,331	452
1981-82	1,334	453
1982-83	1,281	415
1983-84	1,299	421
1984-85	1,334	461
1985-86	1,336	464
1986-87	1,338	467
1987-88	1,340	470
1988-89	1,342	473
1989-90	1,344	475

*Includes high schools located in Arkansas City, Belle Plaine, Burden, Caldwell, Derby, Dexter, Mulvane, Newkirk, Oxford, Sedan, South Haven, Udall, Wellington, and Winfield.
**Includes high schools located in Arkansas City, Burden, Dexter, Udall, and Winfield.

Job Opportunities

"While high-tech industries, as defined by the Bureau of Labor Statistics, will generate ten times the number of jobs expected from the rest of the industries, they will be in traditional occupations, not technical ones," according to a joint study conducted by the American Association of Community and Junior Colleges and the Association of Community College Trustees. The U.S. Department of Labor projects job changes in nine broad categories as follows:

TABLE III
PERCENTAGE OF JOB CHANGES BY CATEGORY, 1980-1990

Jobs	1980	1990	% Change
Professional, Technical Workers	16.1%	16.4%	+0.3
Managers	9.2	8.8	-0.4
Sales Workers	6.7	6.8	+0.1
Clerical Workers	18.5	18.7	+0.2
Craft Workers	12.1	12.2	+0.1
Machine Operators	13.9	13.6	-0.3
Laborers	5.7	5.6	-0.1
Services Workers	15.2	16.0	+0.8
Farm Workers	2.6	1.8	-0.8

It is evident from these data that the "high tech revolution" is not expected to create new kinds of jobs as much as it will require a better understanding of computer related operations from employees in the traditional job categories.

College Enrollment Projections

When College enrollment projections were prepared for the Plan of Action in 1980, it was anticipated that the total full-time-equivalent (FTE) enrollment for 1984-1985 would be approximately 860, with about 334 FTE in General Education, 388 FTE in Occupational Education, and 138 FTE in continuing Education. In spite of the unanticipated increases in Fall enrollments in 1982 and 1983, both state and national trends indicate that projected FTE enrollment will parallel enrollment trends estimated in earlier Plans of Action. The actual enrollments in the Fall of 1984 were higher than had been projected in General Edu-

cation courses and lower in Occupational Education and Continuing Education. A loss of over thirty FTE enrollment in occupational education can be traced directly to changes in the Federal Manpower Programs (CETA/JTPA).

Consensus estimates of College enrollments, shown in Table IV, indicate only moderate growth in both head count and full-time-equivalent students during the next five years, with the largest percentage increase in Continuing Education.

TABLE IV
COLLEGE ENROLLMENT PROJECTIONS
1980-1990

YEAR	GENERAL EDUCATION		OCCUPATIONAL EDUCATION		CONTINUING EDUCATION		TOTAL	
	HEAD COUNT	FTE	HEAD COUNT	FTE	HEAD COUNT	FTE	COUNT	FTE
1980-81	455	324.7	461	336.9	994	104.0	1910	765.6
1981-82	468	326.9	478	348.5	994	111.8	1940	787.2
1982-83	502	361.9	579	412.4	933	136.4	2014	910.7
1983-84	511	396.7	518	389.4	897	123.7	1926	909.8
1984-85	439	393.6	400	341.1	840	94.0	1679	828.7
1985-86	450	401.5	411	349.6	880	100.5	1741	851.6
1986-87	463	407.6	422	358.7	920	103.7	1805	870.0
1987-88	480	414.4	432	367.5	940	113.3	1852	895.2
1988-89	498	423.5	441	376.5	960	123.2	1899	923.2
1989-90	515	435.0	467	385.0	1040	126.4	2022	946.4

It is evident from an analysis of the numbers in the high school graduating classes in Table I, and the projected College enrollments in Table IV, that it will be necessary to draw increasingly larger numbers of students from non-traditional sources to maintain the projected growth pattern in General Education programs. To rebuild the enrollments in Occupational Education and Continuing Education to the levels of the past two years will require aggressive action in both program review and student recruitment. The Kansas Council on Employment and Training (KCET) is also reviewing its policies on providing stipends for students receiving training or retraining under the JTPA program.

College Staffing Plan Projections

Based upon these enrollment projections and an analysis of the staff utilization data for 1984-85, it appears that the enrollment fluctuations in both General Education and Occupational Education may require some moderate adjustments in the College Staffing Plan to reflect changes in the make-up of the student body.

TABLE V
COLLEGE STAFFING PLAN
1981-1990

	ACTUAL					PROJECTED*				
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Admin. Services	2.5	2.5	2.5	2.5	3.0	3.0	4.0	4.0	4.0	4.0
Instr. Services	3.0	3.0	3.0	3.0	5.0*	5.0	5.0	5.0	6.0	6.0
Nat. & Soc. Sci.	10.5	9.0	9.0	9.0	9.0	9.0	9.0	9.0	10.0	10.0
Humanities	6.5	5.5	5.5	5.5	6.0*	6.0	6.0	7.0	7.0	7.0
Bus. & Serv. Tech	11.0	11.0	11.0	11.0	10.0	10.0	10.0	11.0	11.0	11.0
Industrial Tech	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Stu. Services	5.0	5.0	5.0	5.0	2.0	2.0	2.0	2.0	2.0	3.0
TOTAL	46.5	44.0	44.0	44.0	43.0	43.0	44.0	46.0	48.0	49.0

*Does not include adjunct staff

College Budget Projections

If enrollments increase as projected in Table IV, it is anticipated that operating budgets will increase at the rate indicated in Table VI. Assuming that the valuation of the district will increase about 2-3 percent per year, and assuming that state aid will increase slightly, the amounts anticipated from local tax revenues are shown in column 4 of Table VI. The district valuation decreased $14,831,141 from Fiscal Year 1983 to Fiscal Year 1985 due to the exemption of farm machinery from the local tax base and the effects of the State-enacted severance tax. It is evident that local tax revenue requirements will increase as the operating budgets increase, and that mill levy increases will be necessary to fund the budget increases. The percentage of local tax revenue to the total budget will reverse its downward trend of the past two years, and will take on more significance as a source of funding the expenditure budgets.

TABLE VI
OPERATING BUDGETS AND TAX REVENUES
1981-1990

FISCAL YEAR	DISTRICT VALUATION	MILL LEVIES	LOCAL TAX REVENUE	OPERATING BUDGETS
1981	$140,789,169	7.93	$1,116,458	$2,441,791
1982	$149,042,806	10.52	$1,567,930	$3,280,513
1983	$154,305,528	10.61	$1,637,182	$3,089,372
1984	$142,441,264	10.19	$1,451,527	$3,261,926
1985	$139,474,387	8.07	$1,125,558	$3,594,682
1986	$143,658,618	9.00	$1,292,927	$3,738,469
1987	$147,968,376	10.00	$1,479,683	$3,850,623
1988	$150,927,743	10.50	$1,584,741	$4,004,648
1989	$153,946,297	11.00	$1,693,409	$4,164,834
1990	$157,025,223	11.50	$1,805,790	$4,331,427

College Facility Projections

In 1980-1981, the College owned 118,540 net assignable square feet of instructional and residential space and rented an additional 19,232 net assignable square feet. When facility projections were made in 1980, it was estimated that by 1985-1986 the College would own approximately 143,141 net assignable square feet of space and that none would be rented. According to data presented in Table VII, the College actually had acquired ownership of 151,064 net assignable square feet of space by the Fall of 1984.

TABLE VII
COLLEGE FACILITIES
1980-1990

	1980-1981 N.A.S.F.*		1984-1985 N.A.S.F.*		1989-1990 N.A.S.F.*	
CLASSIFICATION	Owned	Rented	Owned	Rented	Owned	Rented
Classrooms	15,633	594	17,451	-0-	17,451	-0-
Laboratories	36,480	6,188	39,33[illegible]	-0-	40,878	-0-
Offices	12,573	225	12,991	-0-	13,698	-0-
Library	12,542	-0-	12,542	-0-	12,542	-0-
Special-Use	14,078	11,422	37,445	-0-	40,145	4,400
Stu. Housing	14,386	-0-	14,386	-0-	23,986	-0-
Other	12,848	803	16,915	-0-	16,915	-0-
TOTAL	118,540	19,232	151,064	-0-	165,615	4,400

*Net Assignable Square Feet

Other than space that may be required for potential program improvement, and a moderate increase in residential student enrollments, it is anticipated that current facilities will be adequate through 1989-1990, with continued emphasis on energy conservation and improved utilization of existing space. According to these projections, approximately 8,306 net assignable square feet would be reassigned to the categories listed and approximately 4,400 net assignable square feet would be rented for maintenance and storage. If the residential enrollment increases, and if the College receives Federal funds for implementation of projects supported by either the Job Training Partnership Act (JTPA) or Title III of the Higher Education Act, it will be necessary to provide additional space for student housing, administrative, and support services. These additional space requirements are reflected in the projections for 1989-1990 shown in Table VII, above.

In case of overcrowding in classroom, laboratory, and office space, the acquisition and remodeling of the Carnegie Library building would appear to be the most economical solution to that problem. The acquisition of this facility would add 5,845 net assignable square feet to the projections in Table VII, and decrease the amount of space rented in 1989-1990 by approximately one-half.

Program Trends

With declining post-secondary enrollments in most states, it is evident that community colleges will need to participate in partnership-building both with the traditional and non-traditional sources of students. Two such programs recommended by the Kellogg Report "Putting America Back to Work" are:

1. Colleges should consider implementing two-plus-two programs. These programs are structured learning sequences that students begin the last two years of high school and complete after two years of community college work. The programs provide a means of training highly skilled technologists, strong in basic math, science, communications, and problem-solving skills, and expert in one or a cluster of technical specialities. Such an arrangement has many advantages. Among them are:
   a. It can attract more good students to technical fields.
   b. It can eliminate the waste that sometimes characterizes the senior year of high school.
   c. It can produce graduates who possess the range of skills that business has been calling for: general skills in math, science, and communications, general learning skills that facilitate later learning required to keep pace with business changes; and specific technical skills that make the new employee, after some initial job-specific training at the firm, almost immediately productive.
   d. It can help elevate the status of technology jobs through stiffer job requirements, better students, and higher wages that will be demanded by graduates.
   e. It can eliminate the duplication that often occurs between programs offered at high schools and colleges, including the cost of equipment and laboratories that can be shared.
   f. It can contribute importantly to an ethos of cooperation that can lead to fuller community cooperation to advance economic development in the area.
   g. It can take many forms and shapes, consistent with the interests of the community and the purposes of the program.
2. Colleges should consider the array of possible economic development activities in which they might participate. These activities include:
   a. Training and education programs in small business management, ownership, and/or employment - as a means of increasing the numbers of small businesses and the number of workers employed in them, and of increasing their potential for success.
   b. Technical assistance to firms in the form of technology transfer, employee needs assessments, alternative training programs for departments or divisions of firms, and planning implementation of organizational structures, among others.
   c. Training activities to prepare a new work force for a company moving into an area.
   d. In-plant, job-specific training to: improve the efficiency of workers, prepare employees for new machines and/or procedures, retrain workers for job shifts and related changes, and improve management personnel, among others.

e. Training and upgrading opportunities provide out-of-plant, on campus, or in other appropriate community locations.

f. Generic professional continuing education programs for both managers and white/blue-collar workers as a means of keeping them up to pace with new technology and new concepts related to their fields.

g. Conferences, seminars, and workshops to create opportunities for professional and worker exchanges (information and perceptions) and to introduce audiences to leading community, state, regional, or national experts in important fields.

h. Training and education programs in new and emerging technologies, including the high technologies.

i. Assessing skills of displaced, furloughed, and about-to-be-displaced/furloughed workers, confirming their capacities, and recommending training programs.

j. Education and training opportunities for new entrants in the workforce, for minorities, and women, and for the structurally unemployed, with emphasis on skills like job search, maintaining a job, and advancing in a job.

k. Partnerships with other economic development participants, particularly state and local offices, to encourage the relocation of new business in the area, expansion of existing business, and improved health of those firms that are experiencing difficulties.

l. Basic literacy programs, including adult basic education, bilingual education, and English as a Second language, using adult volunteers and/or students when appropriate so that one-to-one instruction might be given. New learning technologies (computers, etc.), might be applied in these situations, too.

m. Guidance and counseling programs for those workers suffering from alcoholism or drug abuse.

n. Courses, seminars, workshops, and/or programs in international trade education, particularly for small, and medium-sized firms as a means of encouraging trade expansion. Included in this instruction should be foreign languages, cultural sensitivity, international business law, and marketing, among other topics.

Although the College has been somewhat involved in many of the economic development activities described, the competition for new or expanding industries is becoming more pronounced every year. Economic conditions in this part of the nation and the state should remain relatively stable through 1990. Therefore, it is reasonable to assume that demands for new programs will not be very great in the next five years, unless some unexpected growth factor is experienced in this area of the state.

There will probably be more cooperation between the Continuing Education department and the local unions concerning the apprenticeship programs of local service-oriented occupations. Special courses and activities will be developed for residents of nursing homes and other institutions. More classes for professional certification will be offered in the immediate future. Course offerings will become more sensitive to the needs of business and industry in the areas of human relations as well as in the skills-building segments. High technology courses and programs will experience increased demand. The Job Training Partnership Act (JTPA) has replaced Comprehensive Employment & Training Act (CETA). Enrollments in this program will decrease.

Although the College has submitted proposals for funds to support the improvement of instruction in Industrial Technology, and basic education, changes in regular programs will evolve primarily through the processes of reassessment, consolidation, or reorientation, rather than expansion. To be more specific, some of the programs or courses which are more likely to be involved in these processes within the next three to five years are: (1) Office Education; (2) Data Processing; (3) Engineering Technology; (4) Electronics; (5) Drafting; (6) Machine Shop; (7) Science/Math; (8) Mental Health Technician; and Construction Technology.

Summary

Based upon the projections presented in Part II of this document, it is not anticipated that college enrollments, staff requirements, or facility expansion will be significantly higher than the past planning periods. However, decisions made by the Board of Trustees and greater allocation of resources assigned to certain functions could result in greater growth than indicated in the projections. The analysis and allocation of resources and establishment of priorities are presented in Parts III and VI of this document.

PART III
GOALS AND RESOURCES

The setting of goals for an institution is essential to strategic planning. Goals are one step more precise than the mission statement and describe a possible terminal point to be reached some time in the future, but are too broad to define operational activities. Once they are established, it is possible to chart a course of action to accomplish specific goals with the resources available.

Goals of the College

In January, 1984, key staff members of the college met to review the status of the institution and to determine areas needing to be improved. From that meeting, a listing of recommendations for action was submitted to the board of Trustees. During the Spring and Fall Semesters of 1984, this listing was refined into goal statements — some of which were identical to the goals established in previous plans of action. The following goals will provide direction and purpose for the institution, and serve as a link between the mission of the College and operational objectives:

GOAL 01. THE COLLEGE WILL EXPAND ITS COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS.

With the increasing need for training and retraining of the work force, larger numbers of non-traditional students, and the trend toward closer ties to business and industry, a major goal of the college will be to develop and offer a broader range of community services and continuing education. Most of these activities can be conducted without additional permanent staff or facilities.

GOAL 02. THE COLLEGE WILL PROVIDE ACTIVITIES AND SERVICES TO ENHANCE STUDENT LIFE AND MORALE ON CAMPUS.

Although the proportion of residential students attending the College is less than in many schools, those who do live in campus housing require more activities and supervision than those who live at home. There is a need to provide more non-sports recreational opportunities for both the students who live on campus and those who commute. Some additional activities can be conducted in the current facilities, but space is heavily scheduled for certain times of the day.

GOAL 03. THE COLLEGE WILL EMPHASIZE THE RECRUITMENT OF STUDENTS WHO CAN MAKE A POSITIVE CONTRIBUTION TO THE IMAGE OF THE INSTITUTION AND ENHANCE THE WORK FORCE OF THE SERVICE AREA.

The funding of community colleges in Kansas, is heavily enrollment driven. In order to provide the resources for the College to maintain comprehensive educational offerings, it will be necessary to generate more income through increased enrollment. While the College will continue an open-door admissions policy, special recruiting efforts will be made to attract students who are able to profit from the high technology programs of the institution, and who can provide leadership in student activities.

GOAL 04. THE COLLEGE WILL PROVIDE EDUCATIONAL PROGRAMS THAT ARE SENSITIVE TO THE NEEDS AND RESOURCES OF THE STUDENTS AND THE COMMUNITY.

Within the past two years, more emphasis has been placed on "basic" education at the secondary school level. As students enter the College with higher levels of skills in academic subjects and less exposure to occupational training, it will be necessary for the College to review and revise its course offerings. It is anticipated that there will be less need for computer awareness and remedial courses in the math and sciences, and a greater need for occupational courses.

GOAL 05. THE COLLEGE WILL MAKE ITS PROGRAMS AND SERVICES READILY ACCESSIBLE TO PEOPLE IN THE COMMUNITY.

As the College develops more programs designed for non-traditional students, there will be an increasing need to provide supportive services for those who attend classes only in the evening and for students who need to enroll at other than the scheduled registration periods. It is anticipated that certain administrative and service personnel will need to be on duty during evenings or weekends.

GOAL 06. THE COLLEGE WILL PROVIDE EDUCATIONAL SUPPORT SERVICES TO PROMOTE THE EFFICIENCY AND EFFECTIVENESS OF INSTRUCTION.

The rapid growth of computer technology and the increasing individualization of instruction has placed

many teachers under ever increasing degrees of stress. Increased support services will be required to assist instructors in developing computer assisted learning modules and programmed instruction.

GOAL 07. THE COLLEGE WILL EMPLOY A WELL QUALIFIED FACULTY AND PROVIDE A PROGRAM OF STAFF DEVELOPMENT TO INCREASE THE FLEXIBILITY OF BOTH CLASSIFIED AND PROFESSIONAL PERSONNEL.

With the ever expanding demands of technology and the limited resources available, there is an increasing need to provide in-service programs designed to assist instructors to keep up-to-date in technology and to be able to develop and implement new courses. Many of the technological advances also affect the functions of classified personnel. Since few staff members can afford to return to a formal educational setting on a full-time basis, it will be necessary for the institution to develop programs that can be implemented at the local level.

GOAL 08. THE COLLEGE WILL DEVELOP AND MAINTAIN A POSITIVE, AREA-WIDE, COMPREHENSIVE COMMUNITY COLLEGE IDENTITY.

There is a concern that the College needs to develop and maintain a positive image in surrounding counties. As the recruiting efforts of the institution are increased, there will be a need for supportive public relations material. Both print and non-print media, along with special activities, will be utilized to promote an awareness of the total College program for people within both Cowley and surrounding counties.

GOAL 09. THE COLLEGE WILL PROMOTE AND IMPROVE THE QUALITY OF ALL PERFORMING GROUPS.

Many people evaluate the total College program on the basis of the performances of College athletic, dramatic, and musical groups. Since these are the only contacts that some individuals have with the College, it is important that the performing groups represent the College as a quality institution.

GOAL 10. THE COLLEGE WILL UTILIZE ALL AVAILABLE RESOURCES IN AN EFFICIENT MANNER TO ACHIEVE THE GOALS OF THE INSTITUTION.

As district valuation decreases or becomes stagnant and it becomes more difficult to obtain State revenues, it is imperative that the College utilize its resources in the most efficient manner possible. Increased efforts must be made to obtain financial support from State, Federal, and private sources.

Resources of the College

The College is fortunate to be located in a county with a balanced and varied economy. Resources available to enhance the educational offerings of the College include:

1) A broad based agricultural economy, including small grain production, beef and swine production, milling and grain processing, and meat processing and distribution;
2) Oil production, refining, and distribution operations;
3) Manufacturers of aircraft, mobile homes, modular buildings, combustion equipment, personnel elevators, water coolers, crayons, storage and shipping containers, and other related products and services;
4) Public service agencies, including two community hospitals, a state mental hospital and training center, widely recognized medical clinics; and two private institutions of higher education;
5) A pool of talented people, including artists, musicians, engineers, political leaders, high court judges, medical specialists, academicians, and community leaders;
6) A transportation system that includes three U.S. highways, service of three major railways, a well developed airport, a network of fairly good farm-to-market roads, and access to a major interstate highway;
7) A fairly unspoiled topography that includes fertile farm land, rolling pasture land, two major Kansas rivers, two State lakes, an Audubon Game Refuge, and access to a large Federal reservoir; and
8) A productive work force, a fairly large labor pool, and reasonably high pay scales and per capita income.

Major assets of the College itself are: diversity of programs - particularly occupational programs, administrative leadership, well planned and functional facilities and equipment, excellent staff-student relationships, and well qualified faculty.

Diversity of Programs

The College has the distinction of being one of only two combined community college and area vocational-technical schools in the State. This factor has made it possible for the College to provide broader offerings -

particularly in occupational education - than any school in the State of comparable size. In considering assets or resources for forward planning, every effort should be made to exploit this particular advantage of the institution. A summary of offerings in general education, occupational education, and continuing education is presented below:

Summary of Program Offerings of the College

General Education	Occupational Education	Continuing Education
Art	Accounting	Business
Journalism	Agriculture & Agri-Business	Secretarial
Liberal Arts	Business Administration	Recreation
Music	Business Management	Self Improvement
Chemistry	Cosmetology	Emergency Medical Training
Physical Sciences	Data Processing	Arts, Crafts, & Hobbies
Pre-Engineering	Mental Health Technician	Furniture & Home Repair
Architecture	Office Education	Sewing & Tailoring
Pre-Medicine	Police Science	Avocational Music
Pre-Chiropractic	Automotive Service Tech	Vocational Training & Retraining
Pre-Dentistry	Drafting Technology	Adult Basic Education Classes
Pre-Osteopathy	Electronics Technology	Senior Citizens Programs
Pre-Physical Therapy	Industrial Arts Education	Health Aides
Pre-Veterinary Medicine	Machine & Tool Technology	Petroleum Production Technology
Pre-Pharmacy	Welding Technology	Medical Lab Technology
Education	Wood Construction Technology	
Pre-Home Economics	Special Education Paraprofessional	
Pre-Law		
Social Worker		
Health, Phys. Education & Recreation		
Recreational Leadership		
Pre-Cytotechnology		
Pre X-Ray Technology		
Economics		
Pre-Mortuary Science		
Political Science		
Speech/Drama		

Administrative Leadership

The administrators of the College occupy leadership positions on virtually every State-wide advisory or legislative committee in the State. They are recognized for skills in planning, management, evaluation, and leadership in career and continuing education. Ways and means should be explored to utilize these skills to the benefit of the College and of the State.

Inventory of Existing Facilities

A simple inventory of facilities and equipment would not adequately describe these important resources for forward planning. Although there would probably be some crowding and scheduling problems in specific areas, the present facilities of the College could accommodate an increase of approximately ten percent in regular day-time enrollment (100 full-time-equivalent students), and a one hundred percent increase in evening class enrollments.

With increased construction and energy costs, it is imperative that the College insist upon achieving the maximum utilization and efficiency of existing facilities. Toward this end, the administration regularly conducts a room-by-room study of space utilization for each period of the day. In the following summary, potential expanded uses of facilities are identified.

	Facility	Characteristics	Potential Use
1.	Renn Memorial Library	Open stacks and study area to accommodate approximately 30,000 volumes. Media rooms, seminar rooms, large meeting room. All air-conditioned, flexible furniture and equipment.	Will accommodate a larger enrollment of regular students, plus special conferences and workshops.
2.	Industrial Technology Building	Well equipped auto, welding, machine-tool, and wood shops. Well equipped drafting and electronics laboratories.	Will accommodate larger enrollments in machine-tool, auto service, drafting, and electronics, plus special classes in all areas.
3.	Business Technology Building	Three large classrooms, data processing, business machines, and typing laboratories. All air conditioned and well equipped.	Will accommodate larger enrollments in regular business, accounting, and office education plus special evening and summer classes in all areas.
4.	Galle-Johnson Hall	All air conditioned classrooms. Well equipped biology, physics, and chemistry laboratories. Needs elevator to provide access to the handicapped.	Will accommodate larger enrollments in most regular classes, plus expanded evening and summer classes.
5.	Nelson Student Center	Dining room seats 120, conference room seats 32, and snack bar seats 28. Lounge, game room, and bookstore.	Will accommodate larger breakfast, lunch, and dinner usage, plus special banquets or small group meetings. Available almost full-time during summer months.
6.	Recreation Building	Large playing court, weight training room, shower and dressing rooms. Needs expanded weight training space.	Heavily scheduled. Will accommodate larger enrollments in all classes. Available almost full-time during summer months.
7.	Ireland Hall	Former Arkansas City High School. On Historical Register. Attractively remodeled cosmetology laboratory and police science laboratory.	Will accommodate larger enrollments in Police Science and small lecture classes. Two floors are still available for remodeling.
8.	Student Housing	80 bed dormitory attached to student center. 16-32 bed Tiger hall. Tiger Hall should be replaced with facilities with expanded capacity.	Will accommodate greatly expanded summer usage. While as many as 32 students have been assigned to Tiger Hall, the optimum capacity is 16-20.
9.	Auditorium-Gymasium	Attractively remodeled physical education and spectator sports facility. Regulation playing court, large stage, 4 dressing rooms, concession area, weight room, 2 offices, one classroom, and storage. Permanent seating for 1,450.	Heavily used afternoon for College and Community activities during school year. Will accommodate expanded usage in mornings and during summer months.

SUMMARY OF COLLEGE OWNED FACILITIES

Building	Constructed/ Purchased	Cost to College	Source of funds	Current Value
Galle-Johnson Hall	1952/1971	$ 396,000	Property Exchange $268,000 "Rent" Gen. Fund	$ 1,950,000
Renn Memorial Library	1973	526,000	$316,000 Bequest $210,000 Student Fees	1,404,000
Industrial Tech	1974	889,349	Gen. Obligation Bonds $95,966 Vo-Tech Grant	1,944,000
Business Tech/Power Plant	1975	350,466	Gen. Obligation Bonds	879,000
Nelson Student Center	1975	363,736	Special Building Fund, Student Fees, Endowment Association	586,000
Recreation Building	1977	252,734	Special Building Fund, Endowment Association	310,000
Tiger Hall	1919/1979	132,105	Endowment Association Student Rent	250,000
Dormitory	1980	800,000	Student Fees/Rent Endowment Association	954,000
Ireland Hall	1936/1982	518,157	Private Grant, HUD Grant, Vo-Tech Grant, Historic Grant	1,200,000
Aud-Gym	1936/1982	801,159	Lease/Purchase (Building Fund) Insurance Proceeds ($378,837)	1,800,000
Undeveloped Land	1972-1984	266,010	Gen. Fund/End. Assoc.	469,000
		$5,295,716		$11,746,000

Summary of Source Funds

Local	State	Federal	Student Fees	Other
$2,744,670	$398,966	$133,988	$850,000	$1,168,092

Faculty and Staff

Several staff members are recognized leaders in their fields of specialization. Although formal training and experience are not necessarily a guarantee of expertise, the following summary of staff characteristics indicates a well qualified staff:

Summary of Education and Experience of College Staff

Educational Degrees	Number	Experience in the Field	Number
B.S. Degree	7	0 - 3 years	11
B.S. + 18 hours	1	4 - 6 years	10
Master's Degree	13	7 - 9 years	7
Master's + 18 hours	13	10 - 12	7
Master's + 36 hours	7	13 - 15 years	4
Specialist Degree	2	16 years & over	5
Doctorate Degree	1		
	44		44

Beyond the preparation and experience of staff, both formal and informal in-put from students and alumni cite the faculty as being interested in, and available to, students for special assistance and counseling. The people of the College - faculty, administrators, Trustees, and students - probably represent the most significant resource available for planning institutional growth and improvement.

Other Assets and Resources

In addition to those listed, other assets of the College identified in various surveys are: personal attention to students; a purposeful, goal oriented student body; low cost; a central, accessible location; an attractive and functional student center; and an excellent library.

Summary

Based upon information from various sources, there appears to be a high level of satisfaction on the part of students, faculty, Trustees, and lay citizens with the programs and services of the College. Certain programs and personnel of the College were noted as needing improvements, and specific assets and resources for future development were identified. Plans for achieving these goals of the institution are presented in Part IV of this document.

PART IV
NEEDS AND OBJECTIVES

In the preparation of plans for the future it is necessary to make certain assumptions concerning factors that are largely beyond the control of the institution. Assumptions are neither projections or proposals. The assumption statements merely describe the conditions upon which the plan has been developed. The needs and objectives in this document are based upon the following premises:

Assumptions for Planning

1. There will be no significant change in the governance structure or stated mission of the College.
2. Current rates of revenue from student tuition, local taxes, state aid, and federal aid will remain relatively stable.
3. Definitions of students, credit hours, full-time equivalents, approved programs, and other such factors will not be changed.
4. The College will experience moderate growth in head count and full-time-equivalency enrollment for the next few years.
5. The overall economy of the College district and the State will remain stable or improve slightly over the next five years.

It is evident that significant variations in any of these assumptions will necessitate modifications in the specific plans of the institution. It is also evident that leadership from the College Board of Trustees and administration will be required to maintain the conditions described in the assumptions.

Definitions for Planning

In developing the plans for improvement of the institution, the Steering committee has utilized a modified "management by objectives" format. The following definitions are employed in this process:

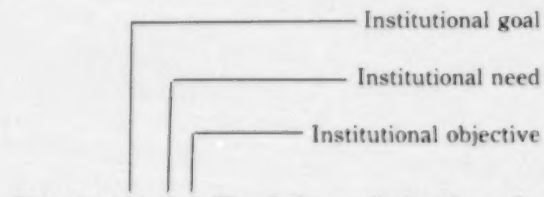
Institutional Mission: The Mission statement of the College is a broad, timeless, expression of the general intent of the institution. The institutional mission is based upon the legislative provisions for the community college system of Kansas (Community College Act of 1965), and reflects the philosophy, values, and aspirations of the governing board, professional staff, and constituents.

Institutional goals: The goals of the College are one step more precise than the mission statement. Goal statements describe a possible terminal point to be reached sometime in the future, but are too broad to define operational activities. these statements are identified by the numeral to the left of the decimal point in the descriptors of needs and objectives.

Institutional Needs: The statements of need describe the difference between the existing condition and the desired condition related to a particular goal. In the plans for improvement, they are coded as the first digit to the right of the decimal point separating the goal descriptor from the need and the objective.

Institutional Objective: For each need of the College, one or more objectives have been established to alleviate the need. Objectives are stated as desired outcomes capable of being measured with some degree of specificity. The Steering Committee has assigned each objective a priority rating, identified the party responsible for implementation, suggested appropriate procedures, and established a target date for completion. Objectives are coded as the last digit in a series identifying the goal, the need, and the plan of action.

The following example of an objective statement illustrates the coding system utilized in the plan for improvement:



Objective 04. 1 1 The College will develop a detailed inventory of manpower needs and resources of the community.

For each objective, priorities are established according to the following definitions: Urgent - needs immediate attention, Essential - must be provided as soon as practical, and Desirable - should be provided as resources are available. A Plan of Action chart is presented in Appendix A, which summarizes the objectives and provides for recording progress on each item. For an objective to be considered achieved, a

documented statement of completion must be approved by the Steering committee and submitted to the Board of Trustees.

GOAL 01.00 THE COLLEGE WILL EXPAND ITS COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS.

With the increasing need for training and retraining of the work force, larger numbers of non-traditional students, and the trend toward closer ties to business and industry, a major goal of the College will be to develop and offer a broader range of community services and continuing education. Most of these activities can be conducted without additional permanent staff or facilities.

Need 01.10

The College needs to have provisions for admitting students to classes at times other than the traditional enrollment period.

Objective 01.11

The College will develop a plan to provide individual training for late entry students.

Priority Desirable

Responsible Party Director of Community Services

Procedure Community Services will work closely with each College department to make it possible for an individual who needs special training to acquire this help by entering a class at any time during the semester.

Schedule Fall, 1986

Need 01.20

The College needs to provide educational and support services to assist local businesses, industries and governmental agencies to improve their levels of performance.

Objective 01.21

The College will improve its communication and services for business, industry, governmental units, Chambers of Commerce, and Unified School Districts in its service area.

Priority Essential

Responsible Party Director of Community Services

Procedure A Community Services Advisory Council will be established to conduct surveys to determine the kinds of programs and services needed to support business, industry, and governmental agencies. Programs will be implemented through the continuing Education Department, or in cooperation with other interested groups.

Schedule Each Spring

Need 01.30

The College needs to provide educational services designed to increase the employability of citizens in the service area.

Objective 01.31

The College will work with the officials of the Job Training Partnership Act, Service Delivery Area IV, to provide services or programs that are needed in the service area.

Priority Desirable

Responsible Party Director of Community Services

Procedure The staff will meet with JTPA representatives to develop programs to meet the needs of displaced workers in the College service area.

Schedule Fall, 1985

GOAL 02.00 THE COLLEGE WILL PROVIDE ACTIVITIES AND SERVICES TO ENHANCE STUDENT LIFE AND MORALE ON CAMPUS.

Although the proportion of residential students attending the College is less than in many schools, those who do live in campus housing require more activities and supervision than those who live at home. There is a need to provide more non-sports recreational opportunities for both the students who live on campus and those who commute. Some additional activities can be conducted in the current facilities, but space is heavily scheduled for certain times of the day.

02.10 Need

The College needs to provide a supervised study area equipped with typewriters, calculators, and computers for dormitory students.

02.11 Objective

The College will evaluate building space and provide a supervised and well equipped study area for dormitory students.

Priority Essential

Responsible Party Director of Student Life

Procedure Facilities will be surveyed in terms of those which lend themselves to study areas and a plan devised to bring about the best available facilities.

Schedule Fall, 1987

02.20 Need

The College needs to provide a comprehensive program of recreational and intramural activities for all students of the College.

02.21 Objective
The College will plan and implement a recreation and intramural program available for all students of the College.

Priority Desirable

Responsible Party Director of Student Life

Procedure A program of recreational and intramural activities will be developed and implemented which will involve leisure time activities, life long activities, and intramural athletic activities.

Schedule Fall, 1985

02.22 Objective
The College will plan and construct an addition to the College recreation building for an expanded recreation and intramural activities program.

Priority Desirable

Responsible Party Dean of Administration

Procedure Plans and specifications will be developed and bids taken to construct an addition to the recreation building.

Schedule Spring, 1986

02.30 Need
The College needs expanded game room facilities.

02.31 Objective
The College will evaluate building space and provide more desirable and expanded game room facilities.

Priority Desirable

Responsible Party Director of Student Life

Procedure Facilities will be surveyed to determine those which lend themselves to game activities and a plan devised to bring about the best utilization of available facilities.

Schedule Fall, 1987

02.40 Need
The College needs to provide suitable housing for approximately 150 students.

02.41 Objective
The College will upgrade existing residential facilities by replacing Tiger Hall and adding space to accommodate approximately 150 students.

Priority Desirable

Responsible Party Dean of Administration

Procedure The College will employ an architect to develop a plan for the construction of new Student housing to be built on college owned property with Revenue Bonds and other monies available.

Schedule Fall, 1985

02.50 Need
The College needs to relocate the College Bookstore to make it more accessible for all students.

02.51 Objective
The College will relocate the College Bookstore to an area that is more accessible to all students.

Priority Desirable

Responsible Party Dean of Administration

Procedure Facilities will be surveyed in terms of those which lend themselves to a bookstore area and a plan devised to bring about the best available facilities.

Schedule Fall, 1987

GOAL 03.00 THE COLLEGE WILL EMPHASIZE THE RECRUITMENT OF STUDENTS WHO CAN MAKE A POSITIVE CONTRIBUTION TO THE IMAGE OF THE INSTITUTION AND ENHANCE THE WORK FORCE OF THE SERVICE AREA.

The funding of community colleges in Kansas, is heavily enrollment driven. In order to provide the resources for the College to maintain comprehensive educational offerings, it will be necessary to generate more income through increased enrollment. While the College will continue an open-door admissions policy, special recruiting efforts will be made to attract students who are able to profit from the high technology programs of the institution, and who can provide leadership in student activities.

Need 03.10
There is a need to attract more students in the immediate area for high technology programs.

Objective 03.11
The College will evaluate the recruiting effort in the immediate area and develop a plan to identify and attract top students in the high technology fields.

Priority Desirable

Responsible Party Director of Financial Aid

Procedure The recruiting efforts will be intensified in the immediate area and special questionnaires will be sent to high school faculty to help identify top students for emerging high technology programs.

Schedule Fall, 1985

Need 03.20
There is a need to utilize all current grants-in-aid.

Objective 03.21
The College will award the number of grants available in each activity.

Priority Essential

Responsible Party Director of Financial Aid

Procedure Guidance and coordinated recruiting efforts will be provided to activity sponsors to help identify qualified students. A scholarship review will be made early each spring to try to help sponsors utilize all available grants.

Schedule Fall, 1985

Need 03.30
The College needs to develop an early enrollment and open house program.

Objective 03.31
The College will provide an early enrollment and open house date to acquaint students and parents with campus facilities and services.

Priority Urgent

Responsible Party Director of Admissions

Procedure An early enrollment and open house program will be developed and implemented which will give parents and students a chance to learn more about Cowley County Community College.

Schedule Each Spring

Need 03.40
The College needs to identity and recruit more non-traditional students.

Objective 03.41
The College will evaluate current methods of recruiting non-traditional students and develop a comprehensive plan to locate and attract the non-traditional students.

Priority Desirable

Responsible Party Director of Admissions

Procedure Community colleges and other institutions and agencies will be surveyed to identify different and innovative methods to recruit the non-traditional students.

Schedule Fall, 1985

Need 03.50
There is a need to coordinate all the recruiting efforts of the College.

Objective 03.51
The College will provide a central clearinghouse for all recruiting material to be distributed.

Priority Urgent

Responsible Party Director of Admissions

Procedure The Director of Admissions will organize all recruiting efforts from one area and will encourage all faculty and staff to send names and addresses of all potential students through the Admissions Office.

Schedule Fall, 1985

Objective 03.52
The College will critique all letters sent from the Admissions Office and rewrite letters for specific individual programs.

Priority Urgent

Responsible Party Director of Admissions

Procedure Current communications will be evaluated and letters for more specific programs will be written.

Schedule Fall, 1985

Need 03.60
There is a need to inform students and counselors of the vocational courses available to them while they are a high school junior or senior.

Objective 03.61
The College will provide information to students, vo-tech instructors, counselors, principals, and superintendents with regard to the availability of vocational classes to the high school juniors and seniors.

Priority Essential

Responsible Party Director of Admissions

Procedure Information will be distributed to superintendents, principals, counselors, vo-tech instructors, and students to inform them of the availability of vocational courses on our campus while they are still in high school.

Schedule Fall, 1985

GOAL 04.00 THE COLLEGE WILL PROVIDE EDUCATIONAL PROGRAMS THAT ARE SENSITIVE TO THE NEEDS AND RESOURCES OF THE STUDENTS AND THE COMMUNITY.

Within the past two years, more emphasis has been placed on "basic" education at the secondary school level. As students enter the College with higher levels of skills in academic subjects and less exposure to occupational training, it will be necessary for the College to review and revise its course offerings. It is anticipated that there will be less need for computer aware-

ness and remedial courses in the math and sciences, and a greater need for occupational courses.

Need 04.10

There may be a need to alter some of the basic requirements for the degree, offer special advanced courses, and change some counseling services as a result of the reaction of area high schools to the "Nation at Risk" report.

Objective 04.11

Survey the high schools in the college's area of service to determine any changes required to meet the needs of their graduates.

Priority Essential

Responsible Party Dean of Instruction

Procedure Academic Affairs Council will develop the survey instrument and procedure needed to obtain the desired information. The Dean's office will compile the data and the Council will recommend appropriate action.

Schedule Fall, 1986

Need 04.20

There is a need for the college to keep abreast of new and developing technology.

Objective 04.21

The College will establish an ongoing Task Force to study and make recommendations concerning developments in new technologies.

Priority Desirable

Responsible Party Dean of Instruction

Procedure Appoint one or two representatives from each department who are known to be interested in new technological developments, one from the classified staff and one from the administration. The group should meet as needed and submit any recommendations through the Academic Affairs Council to the Cabinet in February of each year.

Schedule Fall, 1985

Need 04.30

There is increasing emphasis being placed on the study of foreign languages in our high schools. This may create a need to offer foreign languages in our regular day program once again.

Objective 04.31

The College will determine the feasibility of offering a foreign language in the day program.

Priority Desirable

Responsible Party Dean of Instruction

Procedure Establish a committee to review present foreign language offerings and investigate the feasibility of expanding them into the day program. Report the results and recommendations to the Academic Affairs Council.

Schedule Fall, 1985

Need 04.40

Recent developments have indicated a need to study the present math and science requirements for engineering majors.

Objective 04.41

The College will conduct a comprehensive review of the math and science requirements of the pre-engineering curriculum.

Priority Essential

Responsible Party Dean of Instruction

Procedure The Academic Affairs Council will appoint a committee of instructors from the Natural and Social Sciences department to review the math and science requirements of the present engineering curriculum. The committee will solicit input from surrounding high schools and the public universities of Kansas and submit recommendations to the Academic Affairs Council.

Schedule Fall, 1986

Need 04.50

There is a need to review those courses that are listed in the catalog which are seldom if ever taught anymore.

Objective 04.51

The college will study the course lists in the catalog and eliminate those which are not likely to be taught again and keep those which may meet some future community need.

Priority Desirable

Responsible Party Dean of Instruction

Procedure Each department will study its own courses and make recommendations to the Academic Affairs Council.

Schedule Fall, 1985

GOAL 05.00 THE COLLEGE WILL MAKE ITS PROGRAMS AND SERVICES READILY ACCESSIBLE TO PEOPLE IN THE COMMUNITY.

As the College develops more programs designed for non-traditional students, there will be an increasing need to provide supportive services for those who attend classes only in the evening and for students who need to enroll at other than the scheduled registration

periods. It is anticipated that certain administrative and service personnel will need to be on duty during evenings or weekends.

Need 05.10

There is a need to develop a more efficient procedure to provide a schedule which has a minimum of low enrollment classes and which is closely coordinated among the departments.

Objective 05.11

Guidelines will be developed which will (a) establish close cooperation among the departments in scheduling courses (b) establish guidelines for limiting class sizes (c) establish procedures to insure a minimum of low enrollment courses.

Priority Desirable

Responsible Party Assistant Dean of Instruction

Procedure Establish a committee to review enrollment problems, update the Task Force report which was presented in the Spring of 1983, and present proposals to the Academic Affairs Council for its consideration.

Schedule Spring, 1986

Need 05.20

There is a need to provide services in Financial Aid, Counseling, and other supportive services for non-traditional students.

Objective 05.21

The College will evaluate the current program of operations to develop a plan and implementation schedule to meet the needs of the non-traditional students in the areas of Financial Aid, Bookstore, Counseling, and other supportive services.

Priority Desirable

Responsible Party Assistant Dean of Instruction

Procedure A Task Force will be appointed which will survey non-traditional students to determine the requirements in these areas and submit a plan and implementation schedule to the Cabinet.

Schedule Fall, 1986

Need 05.30

The College needs to consider conducting summer workshops to bring additional course offerings to campus.

Objective 05.31

The College will determine the needs of the community and develop summer workshops and programs to meet those needs.

Priority Desirable

Responsible Party Director of Community Services

Procedure Establish a committee of community and college people to investigate the needs for summer workshops and feasibility of conducting those workshops on campus.

Schedule Spring, 1986

GOAL 06.00 THE COLLEGE WILL PROVIDE EDUCATIONAL SUPPORT SERVICES TO PROMOTE THE EFFICIENCY AND EFFECTIVENESS OF INSTRUCTION.

The rapid growth of computer technology and the increasing individualization of instruction, place many teachers under ever increasing degrees of stress. Increased support services will be required to assist instructors in developing computer assisted learning modules and programmed instruction.

Need 06.10

There is a need to review the present policy concerning selection of textbooks.

Objective 06.11

The College will reevaluate the present textbook policy in order to take into consideration the present revision policies of most publishing companies and other apparent problems.

Priority Essential

Responsible Party Dean of Instruction

Procedure A committee composed of representatives of each department, business office, and continuing education will study the present policy and present recommendations to the Cabinet.

Schedule Spring, 1986

Need 06.20

There is a need to devise a new catalog numbering system which will provide more computerized information for internal studies.

Objective 06.21

The college will revise the catalog numbering system.

Priority Desirable

Responsible Party Assistant Dean of Instruction

Procedure Establish a committee composed of representatives of instructors, counselors, and data processing centers. Study several different catalog numbering systems. Determine what information is desired. Recommend a superior system to the Administrative Cabinet.

Schedule Fall, 1986

Need 06.30

There appears to be a need to offer some math courses on an individual basis for credit in the Learning Skills Lab.

Objective 06.31

The college will study the demand for certain math courses to be offered for credit in a Lab setting and develop appropriate proposals for implementation.

Priority Desirable

Responsible Party Learning Resource Center Director

Procedure A Task Force composed of math instructors, Learning Skills Lab technician, counselor, LRC Director, and Continuing Ed representatives will study the need and submit appropriate proposals to the Academic Affairs Council.

Schedule Spring, 1986

GOAL 07.00 THE COLLEGE WILL EMPLOY A WELL QUALIFIED FACULTY AND PROVIDE A PROGRAM OF STAFF DEVELOPMENT TO INCREASE THE FLEXIBILITY OF BOTH CLASSIFIED AND PROFESSIONAL PERSONNEL.

With the ever expanding demands of technology and the limited resources available, there is an increasing need to provide in-service programs designed to assist instructors to keep up-to-date in technology and to be able to develop and implement new courses. Many of the technological advances also affect the functions of classified personnel. Since few staff members can afford to return to a formal educational setting on a full-time basis, it will be necessary for the institution to develop programs that can be implemented at the local level.

Need 07.10

There is a need to employ staff members who are not highly specialized in a single discipline and are able and willing to pursue in-service training designed to support the programs of the institution.

Objective 07.11

The Academic Affairs Council will continue to review guidelines for use by staff screening teams to assure the employment of well qualified, flexible staff members without regard to race, religion, sex, or physical handicap.

Priority Essential

Responsible Party President

Procedure The Academic Affairs Council will review the procedures for employing staff, and recommend changes in forms and guidelines.

Schedule Spring, 1987

Need 07.20

There is a need to increase the ability of the professional staff to utilize newer technology to meet the emerging needs of the institution.

Objective 07.21

A comprehensive program of staff development will be designed to increase the technological competence and flexibility of College staff.

Priority Essential

Responsible Party Assistant Dean of Instruction

Procedure The Assistant Dean of Instruction and the Department Chairpersons will develop guidelines to provide more opportunities for professional growth through: inter-school visitation, attendance at specially designed conferences or seminars, appropriate on-the-job experiences, and departmental allowances for bringing individuals to the campus to conduct seminars concerning the utilization of computers in instruction, on either a departmental or interdepartmental basis.

Schedule Fall, 1985

Need 07.30

There is a need to make quality of instruction central to the purposes and activities of the institution.

Objective 07.31

The "Teacher of the Year" and "Master Teacher Award" will be reviewed to determine the desirability of continuing or revising the program.

Priority Essential

Responsible Party President

Procedure The President will request that the program be discussed in departmental meetings, and a report of faculty recommendations be submitted to the Cabinet.

Schedule Spring, 1986

Need 07.40

The College needs to maintain a salary schedule that is competitive with other community colleges in the State.

Objective 07.41

The College will develop faculty salary schedules that will maintain average salaries that rank among the top one-third of average faculty salaries in the community colleges in Kansas.

Priority Essential

Responsible Party Board of Trustees

Procedure The Board of Trustees in consultation with the College Education Association will collect and analyze faculty salary information from other Kansas community colleges, and negotiate faculty benefits that will maintain its competitive ranking.

Schedule April 1, each year

Need 07.50

The faculty needs to address certain institution-wide instruction related problems in staff development activities.

Objective 07.51

During the next three years, institutional staff development sessions will be developed and conducted on the topics of: 1) student recruitment; 2) student retention; and 3) "grade inflation".

Priority Essential

Responsible Party President

Procedure Each year the President will establish a committee, including members of each department, to work with the appropriate administrative staff member to plan and implement a staff development program to address each of the topics listed.

Schedule Recruiting - 1986; Retention - 1987; Grading - 1988

Need 07.60

With the new organizational plan, which provides a secretary and a micro-computer for each department, there is a need to search for ways that both the personnel and equipment will support the instructional programs of the institution.

Objective 07.61

The College will develop and implement a program of staff development for classified office personnel, with special emphasis on utilization of microcomputers.

Priority Essential

Responsible Party Dean of Administration

Procedure A Task Force of secretarial staff will meet with the Dean of Administration and selected professional staff to design and implement an on-going program concerning increased utilization of microcomputers to improve office efficiency and support instruction.

Schedule Fall, 1985

GOAL 08.00 THE COLLEGE WILL DEVELOP AND MAINTAIN A POSITIVE, AREA-WIDE, COMPREHENSIVE COMMUNITY COLLEGE IDENTITY.

There is a concern that the College needs to develop and maintain a positive image in surrounding countries. As the recruiting efforts of the institution are increased, there will be a need for supportive public relations material. Both print and non-print media, along with special activities, will be utilized to promote an awareness of the total College program for people within both Cowley and surrounding counties.

Need 08.10

The College needs to project an image of educational excellence and concern for the individual to potential students.

Objective 08.11

The College will develop a student recruiting package.

Priority Urgent

Responsible Party Director of Public Relations

Procedure Work with the director of Admissions to develop materials to aid in student recruiting.

Schedule Fall, 1985

Need 08.20

The College needs to provide opportunities for prospective students to be brought to the campus.

Objective 08.21

The College will initiate programs like the VICA Industrial Day to bring prospective students to the campus.

Priority Essential

Responsible Part Director of Public Relations

Procedure Work with the Director of Admissions and department chairpersons to develop programs for parents and prospective students.

Schedule Fall, 1985

Need 08.30

The College needs to develop a program to acquaint new people to the area with Cowley County Community College.

Objective 08.31

The College will plan and implement a method of acquainting new people to the area with programs available at Cowley County Community College.

Priority Desirable

Responsible Party Director of Public Relations

Procedure Chambers of Commerce and Welcome Wagons in Arkansas City and Winfield will be surveyed to identify the best way to get information to new residents.

Schedule Spring, 1986

Objective 08.32

The College will plan and implement a brochure of available tours on campus.

Priority Desirable

Responsible Party Director of Public Relations

Procedure Department chairpersons will be surveyed to identify areas that would be receptive to tours and a brochure would be developed.

Schedule Fall, 1986

Need 08.40

The College needs to present programs of an informative or cultural nature that will fill both the needs of the students and the needs of the community.

Objective 08.41

A committee consisting of citizens, students, and college representatives will be formed to determine and then develop cultural programs to be presented for students and the community.

Priority Urgent

Responsible Party: Director of Public Relations

Procedure Each year the College will identify the needs and interests of the students and the community, then provide programs to supplement the cultural opportunities already available.

Schedule: Spring, 1986

GOAL 09.00 THE COLLEGE WILL PROMOTE AND IMPROVE THE QUALITY OF ALL PERFORMING GROUPS.

Many people evaluate the total College program on the basis of the performances of College athletic, dramatic, and musical groups. Since these are the only contracts that some individuals have with the College, it is important that the performing groups represent the College as a quality institution.

Need 09.10

The College needs to increase the visibility of each of the various performing groups.

Objective 09.11

The College will develop a plan of promotional activities for each of the various performing groups.

Priority Desirable

Responsible Party Director of Public Relations

Procedure The Director of Public Relations will meet with the instructors and coaches in the representative areas in order to determine the extent of the services being offered now and what should be utilized in the future, by requesting personal plans for all participants.

Schedule Spring, 1986

Need 09.20

The College needs a quality athletic program that is competitive and creates more enthusiasm in the community and the student body.

Objective 09.21

All coaches involved in the Men's and Women's Basketball Program will strive to finish in the upper one-fourth of the Jayhawk East Conference.

Priority Essential

Responsible Party Athletic Director

Procedure The Athletic Director will work with the staff to ensure the recruiting of quality athletes, both in-state and out-of-state, who will enhance the future of the athletic department both on and off the playing court. Each athletic program will be evaluated annually to determine changes that need to be made.

Schedule Fall, 1985

Objective 09.22

All coaches involved in sports other than Men's and Women's Basketball will strive to improve the quality of the minor sports program.

Priority Essential

Responsible Party Athletic Director

Procedure The coaches and the Athletic Director will work to secure quality athletes from within the boundaries of Kansas. Special emphasis will be placed on athletes which are possibly recruited for a major sport other than the sport in season.

Schedule Spring, 1986

Need 09.30

The College needs to achieve and maintain high quality performing groups in art, drama, vocal music, and instrumental music.

Objective 09.31

The College will employ competent personnel to teach the related courses and maintain high standards of performance.

Priority Urgent

Responsible Party Dean of Instruction

Procedure The Dean of Instruction will work with the Department Head and Staff of the Humanities Department to recruit and maintain effective and enthusiastic instructors for the disciplines involved.

Schedule Fall, 1985

Objective 09.32

The College will provide adequate grants-in-aid and recruiting support to attract students who will be a credit to the programs they represent.

Priority Urgent

Responsible Party Director of Financial Aid

Procedure Work with staff members and Director of Admissions to determine the grants-in-aid required and assure appropriate recruiting support.

Schedule Fall, 1985

GOAL 10.00 THE COLLEGE WILL UTILIZE ALL AVAILABLE RESOURCES IN AN EFFICIENT MANNER TO ACHIEVE THE GOALS OF THE INSTITUTION.

As district valuation decreases, or becomes stagnant and it becomes more difficult to obtain State revenues, it is imperative that the College utilize its resources in the most efficient manner possible. Increased efforts must be made to obtain financial support from State, Federal, and private sources.

Need 10.10

The College needs to replace obsolete equipment with state of the art instructional items.

Objective 10.11

The College will replace and upgrade instructional equipment to provide training for high-tech occupations through an equipment replacement program.

Priority Urgent

Responsible Party Dean of Administration

Procedure A Task Force will be appointed to recommend equipment for replacement for the next three years. Specifications will be developed and bids received for the replacement of this equipment.

Schedule Fall, 1985

Need 10.20

The College needs to control energy consumption efficiently.

Objective 10.21

The College will install a central energy control system for the conservation of natural resources.

Priority Desirable

Responsible Party Dean of Administration

Procedure A study will be made by an energy consultant to determine the modifications and additional equipment needed to assist the College in conserving energy and the best usage of a central control system.

Schedule Spring, 1986

Need 10.30

The College needs to continue renovation projects which will conserve natural resources.

Objective 10.31

The College will identify energy conservation projects and do those which are most cost effective.

Priority Desirable

Responsible Party Dean of Administration

Procedure A Task Force will be appointed to determine which projects will return the biggest benefits to the College. Specifications will be developed and bids received for the various projects.

Schedule Fall, 1985

Need 10.40

The College needs to provide attractive and functionally efficient facilities.

Objective 10.41

The College will replace the floor in the Aud/Gym.

Priority Desirable

Responsible Party Dean of Administration

Procedure Plans and specifications will be developed and bids received to replace the floor in the Aud/Gym.

Schedule Spring, 1986

Objective 10.50

The College needs to employ a full-time resource development officer.

Objective 10.51

The College will define the responsibilities of a full time resource development officer and employ someone to begin these duties.

Priority Desirable

Responsible Party President

Procedure The College President will work with a committee consisting of the Director of Public

Relations, the Chairman of the Board of Trustees, the President of the Endowment Association, and the alumni director, to determine the needs of the College and the role of a resource development officer. The committee will investigate how resource development officers at other schools function.

Schedule Fall, 1985

Need 10.60

The College needs an outdoor recreation area.

Objective 10.61

The College will develop College owned property into an outdoor recreation facility.

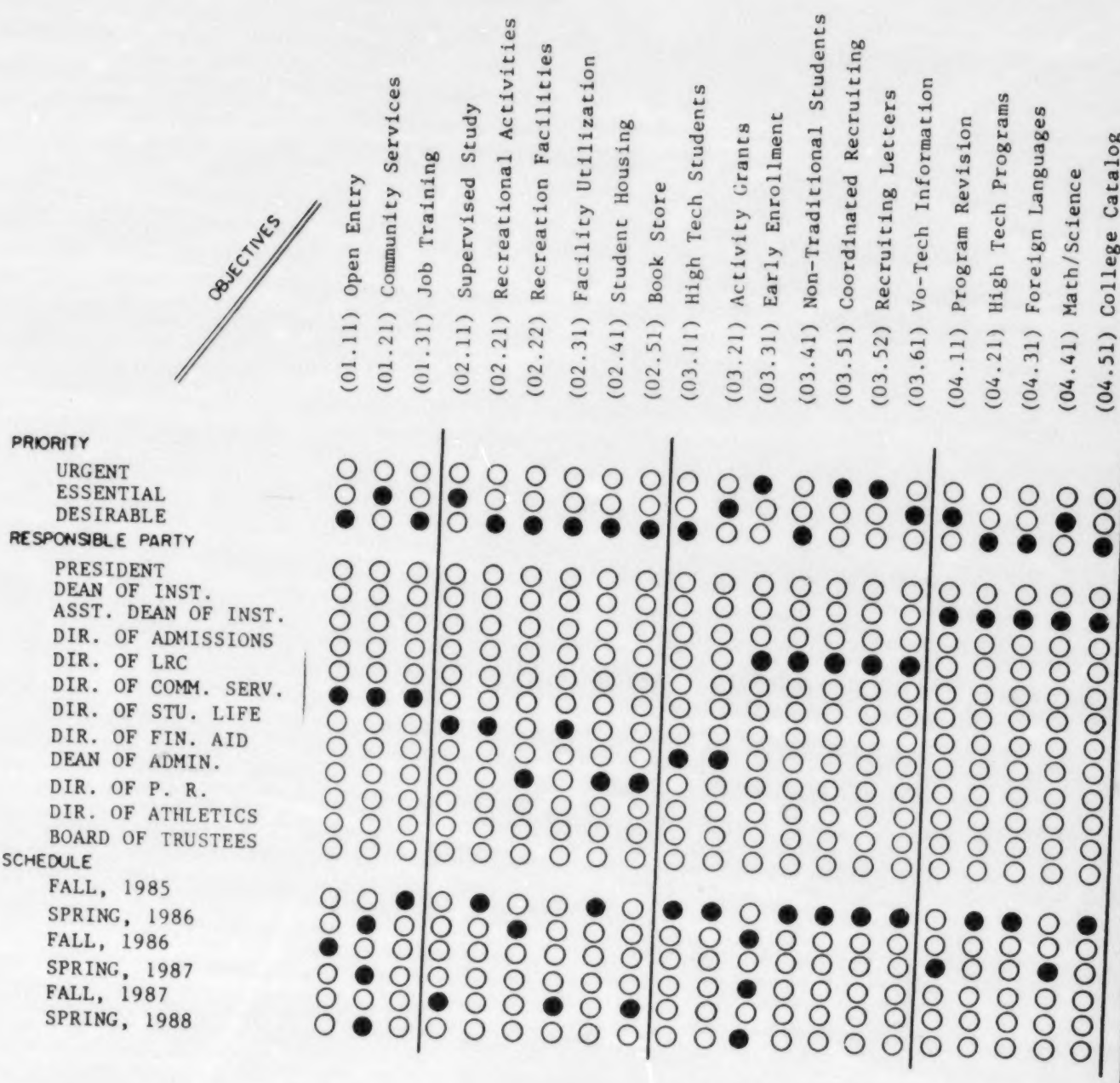
Priority Desirable

Responsible Party Dean of Administration

Procedure Plans and specifications will be developed and bids received to construct an outdoor recreation area for the College.

Schedule Fall, 1986

PLAN OF ACTION



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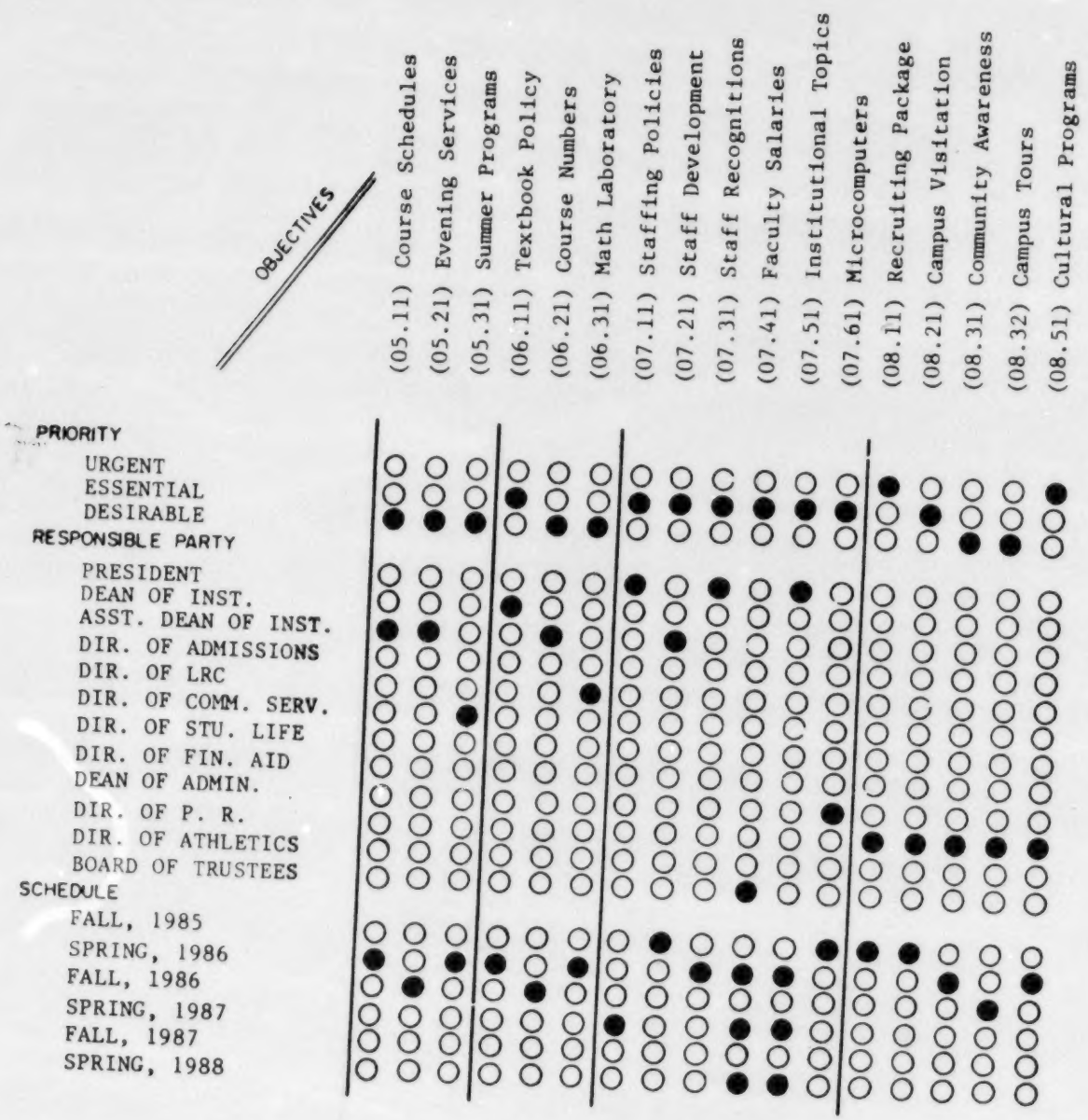

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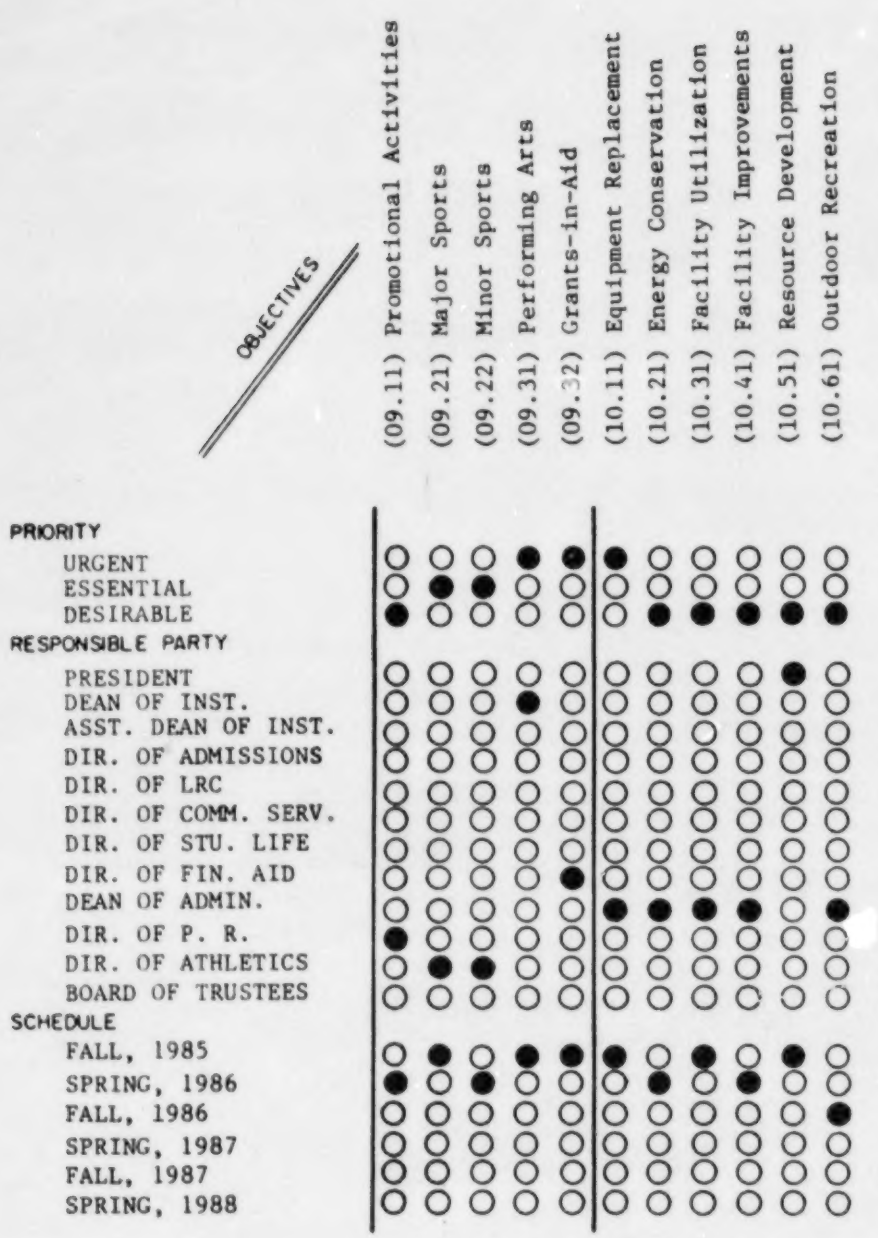

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
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